

Committee on Curriculum and Assessment
Ad-Hoc Group 3: Implementation of Exit-Level Competencies
Columbia, Missouri
September 1, 2011

Attendance:

Mike Grelle, Chair (via phone)	University of Central Missouri
Jeff Lashley, Vice-Chair	Moberly Area Community College
Rita Gulstad	Central Methodist University
Sharon Hoge	Department of Elementary and Secondary Education
Kathy Perkins	Ozarks Technical Community College
Vicki Schwinke	Linn State Technical College
Rusty Monhollon	Missouri Department of Higher Education
Angelette Prichett	Missouri Department of Higher Education

At the July 22, 2011 meeting of the Committee on Curriculum and Assessment (CCA) it was decided that participants would divide into three groups to address the following three priority areas:

- Group 1: Common Core Competencies, the Curriculum Alignment Initiative and Implementation
- Group 2: Higher Education Participation in the Smarter Balanced Consortium and Partnership with DESE in this endeavor
- Group 3: Implementation of the Exit-Level Competencies

The purpose of this meeting was to examine the implementation of the exit-level competencies and determine next steps for this group and report to the larger group at the next scheduled meeting.

Assessment Update

The meeting began by Sharon Hoge and Rusty Monhollon providing a brief overview of the SMARTER Balanced Consortium (SBC) meeting they attended in Chicago earlier in the month. Missouri's continued involvement in the process is in question right now, as the assessments cost is quite expensive. Current Missouri assessment costs are \$12 per child (lowest state is \$7 per child and highest \$112 per child). The SBC cost for summative assessments only is \$19 per child. Current SBC plans for implementation include:

- making assessments operational by the 2014-2015 school year
- plan to have benchmark assessments throughout the year and prior to the end of the year

- plan to have a summative assessment on English and mathematics and a performance assessment piece
- summative assessment is to be computer adaptive vertically and laterally to either word the question differently or make the item easier or harder depending on how the student is scoring
- the purpose is to pinpoint strengths and areas of concern for the student

If the Department of Elementary and Secondary Education (DESE) decides not to participate in SBC, the State Board of Education would like for them to have three end-of-course exams; English 3 would be added at the end of a student's junior year.

There are plans for an SBC pilot project in 2013-2014 and Missouri has indicated they would like to be part of the pilot.

Issues regarding SBC:

- If MO stays involved in SBC but higher education discussions are tabled due to not knowing about future plans, will higher education lose its opportunity to engage and have a voice in the process?
- Higher education does not want to start on SBC and MO as a state end up pulling out of the project and going a different direction. Is there something higher ed can be doing with existing summative assessments that will advance the state and be beneficial to higher education?

Transfer

Rusty Monhollon reported that transfer was noted as an issue, but there was not much supporting documentation (research or anecdotal) that could be located supporting that transfer was an issue. Comments and concerns related to transfer included:

- Use of terminology regarding terminal degree versus transferable degree; associate of applied science degrees are "torn apart" because they are not seen as transferable degrees
- Transfer of courses absent the 42-hour block are evaluated individually
- Four-year institutions do not feel that two-year transfer students are prepared for collegiate coursework when they transfer to four-year
- AAS are not advertised as terminal degrees; need to find a way to identify embedded general education in the coursework

Questions:

- Is the transfer issue at a significant level that something needs to be implemented to show that competencies were met?
 - Is that "something a formal assessment, syllabi?

- What is the determining factor for how courses are accepted in transfer absent an assessment or evaluation?
- Is the argument at issue assessment or development of competencies?
- What are institutions required to do in relation to the exit competencies?
 - Competencies were developed fast and without faculty buy-in; may have issues with adoption
 - May need to pick exit level competencies and develop a plan for implementation and have 42-hour block crosswalks ready

Next Steps:

- Develop a briefing paper for the Committee on Curriculum and Assessment (MDHE staff will develop before next CCA meeting)
- Choose pilot courses and institutions (math and English Comp I)
- Have 42-hour block crosswalks ready in math and English Comp I
- Other group facilitators will relay results of this meeting with Groups 1 and 2